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ABSTRACT

The paper describes a learning skills program designed to serve college students whose learning styles are different from the norm and whose skill levels vary widely. Development phases of the program featured a task force approach to needs assessment, planning, initial pilot testing, and ongoing faculty development. Difficulties encountered in the program's beginnings are noted, and a change from an intensive reading program to a more general learning skills approach using existing college resources is discussed. The current program is described in terms of process (from initial interview and screening tests to individual and group instruction and individual student conferences); special implications for learning disabled students; inter-departmental planning; faculty and advisor involvement; and content of classwork, which focuses on vocabulary, time management, note taking, reading skills, and exam preparation. The paper concludes with specific recommendations regarding class instruction, learning skills programs, teaching learning disabled students, faculty training, and community involvement. (CL)

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A LIBERAL ARTS COLLEGE

LEARNING SKILLS PROGRAM

1984 ACLD INTERNATIONAL CONFERENCE, MARCH 1, 1984

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

In her fine article, "On Developing College L.D. Programs," (Journal of Learning Disabilities, Nov. 1982), Susan Vogel makes the telling remark that "The history of the development of LD college programs is the story of a small number of individuals who were located on campuses that had enough of the essential characteristics to enable these individuals to create a nuturant, supportive environment in which LD students could succeed... The receptive environments were prequisite, but the first program came into being because of the single-minded, hard working LD teacher trainers who recognized the continuing needs of LD adults and were willing both to give up the security of the known and to expend the tremendous energy involved in breaking new ground." (519)

It is our suspicion that Vogel's comments are applicable to any college taking initial steps to develop remedial and/or developmental programs; certainly they are applicable to the process of developing a Learning Skills Program at Nazareth College, the small liberal arts institution whose program will be the subjest of this presentation. The pressure to develop adequate, cost-effective programs to meet the needs of students whose learning styles are different from the norm, (however that may be determined) and whose skill levels vary widely--and

wildly--is far more intense in 1984 than it was as little as five years ago. Colleges are spending more money to recruit students from a shrinking pool of applicants and are thus more anxious to retain them over a four year period. And, as is true of most specific programs, it is difficult to argue that an expensive remedial or developmental enterprise is "instrumental" in retaining a student at (or for) an institution. Expanding student aid, acceptance of more students from a shrinking pool, programs and the general "democratization" of education through the 60's and 70's has created an extraordinarily "mixed bag" of applicants coming to college with an equally mixed variety of backgrounds and skills. Many of these "older" or "non-traditional" students have some past experience in institutions of higher learning--frequently bad, particularly if they are still in need of remedial work--and they are returning to campus with a determination to succeed coupled with the residual dread engendered by past failures, embarrassments and frustrations. They are demanding, if somewhat wary consumers. Finally, the plethora of "Communication Skills," "Basic English," "Remedial English" and "Language Development" programs which have sprung up in response to criticism from every sector within and outside of institutions, have been victims of the very breadth of the euphemisms that characterize their titles. They simply cannot teach Johnny or Joan to read, write, spell, study, manage time, take notes, prepare for and take examinations,

bolster his self-esteem, motivate him to succeed and prepare him or her to deal with failure--all in a ten to fourteen week period. Add to all of these familiar problems the current buzz words of "critical thinking" and "problem solving skills" as the special province of the freshman classroom and the delicate balance of many precariously integrated programs and support services may well disintegrate--or collapse-- like the proverbial house of cards.

This rather lengthy introduction is presented not to begin on a note of despair and purport to offer an overweening hope, but to suggest the complex network of consideration that must be addressed while developing any adequate learning skills program. The task force charged to study and implement these programs must include admissions personnel, the academic advisement office, education department specialists in the areas of reading, psychoeducational assessment and learning disabilities working jointly with writing teachers from English departments and writing laboratories, mathematicians, personal counselors, faculty development representatives and above all, supportive deans of faculty and of academic programs. Once joined, they must:

1. Establish the need for remedial/developmental programs at their institution, and assess the nature of that need.

2. Survey already existing programs/services with an eye to

supplementing/complementing and or replacing them.

3. Appoint a co-ordinator who will develop the affective, the academic, and the advisement dimensions needed for working with students from the time their applications are received. Beyond initial evaluation of application materials, these steps will include: a) personal interview and b)pre-testing, with a significant self-analysis component and emphasis upon student motivation and an ability to meet already established standards; c) prescription for particular kinds of class and tutorial work; d) frequent conference time; e)advocacy training; f)provision for meeting special learning needs (e.g.,books on tape, scribes, untimed testing, oral examinations); g)provision for on-going advisement regarding course selection and career goals.

4. The task force must further re-convene after an initial pilot to assess outcomes, including the impact on student QPI, motivation, self advocacy, retention, and follow-up for the student whose performance remains sub-standard.

5. Finally, faculty development must be on-going: no program can succeed unless teaching faculty understand the nature and goals of the program, and unless they are assured that the institution is neither admitting nor foisting upon them students who are incapable of succeeding no matter how well

they are taught.

II

The current public and professional outcry regarding impoverished reading, writing and thinking skills of students at all levels might of itself seem sufficient to establish the need for a learning skills program at any institution. Most frequently, it is not--for a number of reasons. First, despite an equally well-publicized enrollment crunch, no institution wishes to be accused of body-buying--and of buying substandard bodies at that. Remediation remains a tainted, if no longer, dirty word, and the battle to maintain small numbers(15-25!) in remedial English and mathematics classes is on-going. Inevitably, it is expensive, and the temptation is to argue that students who cannot succeed in college without an elaborate network of support beyond basic communication and basic math don't belong there in the first place. Secondly, an admissions process that results in a letter of acceptance suggests to a student--but equally importantly to the institution--that he/she will proceed through the learning process like everyone else--taking classes, passing examinations, and earning a cumulative QPI based on his/her native intelligence and relative motivation over a four-year

native intelligence and relative motivation over a four year period. Neither student nor teacher has yet quite overcome the ehtic that those who try harder do better and receive good grades as their reward. Finally, much touted faculty development programs designed by faculty to make themselves better teachers have had a concomitant effect on assessment of student learning that most institutions and faculty themselves are as yet unprepared to deal with. The lecture/discussion method is a firmly entrnched institutional model whose focus is not the individual learning style, but the "greatest good for the greatest number." It is calculated neither to recognize individual need nor to accomodate to that need if it is assessed by system of by accident. Thus, the pressure to establish need for remedial or developmental programs will probably come from already existing services which recognize their inability to adequately address the needs of students they serve. As was the case in our situation, for example, in the mid-seventies, a Writing Laboratory was established and a Basic Communications Skills course was introduced. That laboratory rapidly expanded its base of service and a more ystematic pre-testing process effectively tripled the population for the Basic Communications Skills class. However, as administrator of that lab, with a Ph.D. in Victorian literature, Dr. Dooley rapidly concluded that she was seeing reading and learning problems and study skills deficiencies that she was ill-equipped to remediate except by the most unsystematic

necessity, but the effort to expand the nature and scope of remedial services in the reading, writing, and study skills area had inevitably to take on a multi-disciplinary dimension. The search for volunteers was launched at that point: a reading teacher willing to test and assess an occasional student on an AD HOC basis; graduate students willing to work with adult learners in lieu of or in addition to the younger children they were being trained to teach; an underemployed master's degree holder working an hour or two each week. After two years of AD HOC remediation, and three years of dissatisfaction with a consulting firm employed to run an intensive reading program for the first month of each term, coupled with an increasing population of provisionally accepted students, the college opted to evaluate its own existing resources--clinics, faculty and staff--and explore developing its own program. At the moment, the pilot functions as its title suggests: students accepted on a provisional basis and a small group of persons referred from faculty or other support services are involved in a general learning skills program that uses existing resources--library, writing and math labs--to complement its own class/conference/testing and assessment process. It is consciously both remedial and developmental in nature, depending on the needs of the student, and it serves the needs of LD students as they identify themselves from the total college population and/or are identified in the testing process from the pool of provisionally accepted students.

PROCESS:

Within the framework of providing services to the provisionally accepted student, we are concerned with a number of components.The process includes an initial interview and a screening test,and after classes have begun, instruction based both on individual and group needs. Throughout the semester, individual student conferences are held and ,when necessary, additional testing is completed.

The first step in the process actually takes place when the admissions office accepts the student on a conditional or provisional basis. The student is instructed through the admissions office to schedule an appointment to meet with me for an interview/test session. Whenever possble, this interview is scheduled for a time when the student will be on campus for another appointment or activity. For example, students may wish to attend special programs, set up through admissions, whereby the student visits classes for a day or, the student may meet with me during the pre-registration process. The initial stage of the process is the pre-placement, personal interview/testing. This will determine if the student must formally enroll in Edu. 099, Reading, Writing and Study Skills. Prior to this interview, the students have received a letter from the admissions office informing them that their

provisional acceptance has two conditions:a.) they may only take 12-13 credits during their first semester;b.) they must make an appointment to have personal interviewing/testing with the Learning Skills Coordinator. Following this interview/test, a decision is made as to whether or not the student will be required to participate in Edu.099.

During the initial portion of the interview, rapport is established with the student and he/she is also given the opportunity to ask any general questions he/she may have. It is essential that the student understands the purpose of the Learning Skills Program and be given the opportunity to obtain any nesessary clarification.

The next stage in the interview session involves the completion of a Self-Analysis Study Skills Survey.(See Appendix A). Using a Likert Scale, the student is asked to assess the degreee of difficulty he/she has with the listed study skills. He/she is also encouraged to list any other areas not on the form which may be specific to their unique needs. After this task is completed, the student is asked to write a brief essay on his/her perceived strengths as a learner. These tasks not only help the student focus on specific study skills but also, perhaps for the first time, require him/her to thoughtfully examine where he/she stands in relationship to these study skills.

During the next portion of the session, the Wide Range Achievement Test is administered. This instrument, normed on

adults up to age 65, is utilized here only as a screening instrument. It may be of interest to note that in a recent article of the Journal of Learning Disabilities,(Nov. 82) Ostertag et.al. reported that the WRAT is used by 87.5% of colleges that have formal identification or assessment procedures for the learning disabled. One of the benefits, not only of the WRAT, but of any diagnostic test, is that the experienced examiner can obtain not only information on how the student performed relative to the specific test items, but additional data can be obtained relative to how the student performs the task. A careful analysis of errors is done following each administration. If the student so requests, the results of the WRAT are explained to him.

Since the pilot began in the fall of 1983, some modifications have been made in the test session. For example,when the student completes the timed portion of the arithmetic section, he is told to mark his place and then to continue the test. This procedure yields both timed and untimed test scores:often the difference is dramatic. Another addition to this session is a brief twenty item quiz of synonyms (taken from Shepherd's text College Vocabulary Skills).

When the testing is complete, it is scored immediately and the student is informed whether or not Edu 099 will be required. The interview form is completed, the student and Learning Skills Coordinator sign it and a copy is given to the

student. Additional copies are sent to the Admissions and Registrar's office.(See Appendix B).

The initial plan called for students to have small group meetings with the Learning Skills Coordinator, complete the Self-Analysis Study Skills Survey and the write the brief essay prior to the start of classes in the fall. All provisionally accepted students were required to register for 099 and were told to schedule individual appointments with the Learning Skills Coordinator during the first month of classes. Since 60 students were registered for 099, a major portion of the first month was spent testing students individually. Hence, the decision was made to begin screening the provisionally accepted students as soon as possible after admissions had made their decision. Since admission at Nazareth is rolling, this enables the Learning Skills Coordinator to interview and test students prior to the start of classes and the student knows immediately if Edu 099 will be required.

The Reading,Writing and Study Skills course is designed to meet during one of the regularly scheduled instructional periods. In concert with the college's policy of not granting credit for courses unless they are deemed college level material, students receive no credit for Edu 099. This procedure met with no resistance from the students.

Students are given a course outline on the first day of classes . Course objectives are clearly spelled out. (See Appendix C).As far as possible,Edu 099 is handled as any other

course - assignments are made and students are expected to attend class regularly. Students are encouraged to make use of the special office hours that are posted for them and to feel free discuss any concerns related to their academic program. Since fifty-one of the sixty students in the program during the first semester were freshman, the course also served these students as a general informational center until they became familiar with all of the available support services on campus. Much time was spent in the first few weeks dealing with both the normal ajustment to college and individuals affective concerns. Frequent conferences were held with students and these were most often initiated by the student.

As the first semester progressed and the individual testing was completed, it became apparent that we were dealing with a vast spectrum of student needs. Of the 60 students, six were clearly learning disabled. Five of the six had previously received services either through a high school resource room or, in the case of two transfer students, at the college they had previously attended. Of these six, four began seeing me on a regular weekly basis both for tutoring and, where necessary advocacy training.

It is understandable that past experiences, often negative, have sometimes made it difficult for the learning disabled student to continue taking risks. Once the appropriate instructional modifications are identified to suit the student's specific needs, it is preferable that the student communicate these needs directly to the instructor. Frequently,we rehearse and role play the appropriate way for the student to make the requests to the instructor. During the rehearsal process, as the student articulates his/her needs and requests for possible academic accomodations, s/he begins through the verbalization process not only to acquire a better ability to succinctly describe the problem but also begins to see that it is possible to function as his/her own advocate. This is intimidating to those students who always relied on others to speek for them. Students are reminded that while they are very familiar with the impact learning disabilities has had on their learning, not all faculty members will be familiar with the problem. Students are encouraged to be patient with faculty who have no knowledge of the problem or who have only a limited understanding filled with many misperceptions. If a student is initially reluctant to act as his/her own advocate, I will intervene. One student, after speaking to a business professor, felt she had not given an adequate explanation and asked that I follow up. When I spoke with the instructor, he was incredulous that someone as bright

and verbal in class was having such difficulty with the learning process. As a follow-up,I frequently suggest that faculty refer to the publication from The Predident's Committee on Employment of the Handicapped entitled "The College Student With a Disability: A Faculty Handbook".

During the first semester of the program, procedures were established (in conjunction with other campus services) to provide the necessary accomodations for learning disabled students. A system was set up for students to have scribes and readers for examinations. Text books on tape were utilized and numerous individual faculty training sessions were held to assist the faculty in understanding the student's needs.

While the Reading Writing and Study Skills course became a viable way to identify students, new to Nazareth, who had learning disabilities, it was evident that the faculty needed a mechanism to put other students with learning problems in touch with the Learning Skills Coordinator. A referral form (Appendix D) was developed and sent to all faculty with a cover letter encouraging them to refer students that might be in need of either testing or special support services. The first referral came in on the first day of classes - the very day the first forms were printed.

INTER-DEPARTMENTAL PLANNING

Throughout the planning process for the 099 program, every effort was made to communicate inter-departmentally. Strong administrative support was evident from the very beginning. I was released half time from my special education teaching responsibilities to run the Learning Skills Program. My department chairperson was very supportive, as was the provost and dean of faculty both of whom allowed and encouraged the pilot project. As plans were underway for the fall semester, the dean of faculty also invited both the Learning Skills Coordinator and the Writing Lab Director to make presentations to new faculty who were joining the college. In conjunction with Faculty Development, we were also asked to plan the program for the January Faculty Assembly Day. This entire day was a major training vehicle for the entire college faculty. It focused on support services available at the college, gave faculty an opportunity to ask questions, and most importantly, raised their level of awareness by listening to several students who shared how they learned to successfully cope with their learning disabilities.

Thus, through strong administrative support, inter-departmental communication and the collaboration of the Writing Lab Director and the Learning Skills Coordinator, a foundation was being laid for a broader base of student service and faculty training.

THE STUDENT, ADVISEMENT AND TEACHING FACULTY

Throughout the semester, but only with the consent of the student, communications are established with the content area professors. Most often, students are comfortable confidentially sharing with the instructor that they have a learning problem. Some, due to past negative experiences, do not wish to be identified. The choice is always theirs to make. A common, and I think valid complaint of many first semester students, is that they often have no idea how they are progressing in a course until the mid-term. In some cases this is too late for them; they become frustrated and, not previously having had to function in an environment that is less structured than either high school or home, they find that they are hopelessly behind. With inquiries from the program coordinator about the student's progress, the instructor sometimes looks at the student in a new light. Instructors respond by sharing their observations and commentary on the student's progress. Frequently, they add that they would be more than happy to provide the student with additional assistance - often the instructor is unaware that the student is involved in the Learning Skills Program. This opportunity to confidentially

share observations and discuss the student's needs is helpful to both the instructor and program Coordinator. If a student has a particular learning style or needs instructional modifications, this is shared with the instructor. Some modifications have included the use of tape recorders or scribes in class, taped text books,and the use of alternative testing techniques. While suggestions in methods of instruction may be offered, suggestions for change in the curriculum are never given. Students are expected to master all course objectives. The major change is one of increasing the faculty's perception of how the student learns and, through joint planning, making appropriate individual accommodations.

The involvement of the office of Academic Advisement takes place from pre-registration and continues on an on-going basis. The Academic Advisement Coordinator maintains close laison with admissions, the dean of freshmen, Residential Life Director and Learning Skills Coordinator. Since faculty are also involved in the advisement process, they generally will contact academic advisement if a student is having difficulty with a course. In collaboration with the facilty, the student may be referred to the Writing Lab, the Math Lab, or to the college's tutoring program administered through Academic Advisement; sometimes, if time permits drop/add, the student may be counseled to change courses or to drop the course if it is apparent he will not be successful even with the use of available resources. Throughout this process,

Academic Advisement works closely with the student. However, final decisions are always made by the student. The strength of a relatively small college is that faculty and staff know each other well- this serves students' needs in a wide variety of ways. The attached chart (Appendix E) summarizes the broad array of inter-departmental services that comprise the supportive network available to the students.

To summarize the process, it involves initial input from admissions, interviewing/testing by the Learning Skills Coordinator, Academic Advisement services on an on going basis, use of the Writing Lab, other support services and a broad base of faculty support.

CONTENT

The content of Edu 099 is both structured for the group yet flexible to meet the needs of individual students who may need to be seen individually.

The initial phases of classwork cover those items that were most frequently identified by the Self-Analysis Study Skills Survey. It became apparent through the use of in class pre-tests that one of the major areas of difficulty for the majority ofstudents was extremely poor vocabulary skills. Of

the 32 freshman in Edu 099 diring the first semester who took SAT's, the mean score for the verbal component was 377. The need to augment vocabulary was so critical that the text for the second semester was changed to a volume that specifically designed to provide activities in vocabulaty development. The instructor added the very structured component of a weekly written vocabulary quiz to the program. While the students work on many other skills vocabulary development (especially the application of new terms to specific content courses) is a critical part of each instructional period. At the beginning of the semester, each student is reminded of the importance of using both a dictionary and thesaurus. Students are also encouraged to systematically record from their texts and lectures words that are unfamiliar to them; these are discussed in class if the student so chooses.

Other essential components of the course include time management techniques, taking written notes from both lecture and text, reading skill improvement, and exam preparation. However, since the subject of today's presentation is inter-discilplinary services, I will not spend a great deal of time on what could be a whole other talk. Numerous texts effectively deal with possible content of college level learning skills. One such invaluable text is Pauk's "How to Study in College" (Third edition).

RECOMMENDATIONS

Class Instruction

1. Reduce class size to a limit of 20 students.
2. Whenever possible, separate freshmen from upperclassmen in Edu 099 classes..
3. Continue the policy of evaluating all students prior to their entry to class.
4. Increase the number of instructional materials directly related to content area courses.

Learning Skills Program

1. Combine use of resources, appropriate services and faculty to provide a more coordinated program.
2. Maintain one half time person (or the equivalent) in the Writing Lab to provide writing assistance. Add a one half time person with expertise in reading/learning disabilities. Provide an adequate tutorial staff of special education graduate students and other students trained as peer tutors. This staffing pattern would then free up the coordinators to plan individualized programs for students and to go about the critical task of acting as liaison with instructional faculty and with faculty development.

3. Request an adequate budget to purchase additional materials and supplies, including but not limited to computer hardware and appropriate software and additional testing instruments. This equipment would be shared with the Writing Lab.

Specific Suggestions for the Learning Disabled Student

1. Provide weekly tutoring services for the learning disabled student.

2. Seek O.V.R. (Office of Vocational Rehabilitation) funding to cover costs of necessary services.

3. Initiate a special writing course, English 103,"Invention Strategies for Writing" for the learning disabled student. This course would also serve to provide the program with data on teaching written language to the learning disabled adult--an area where much research is needed.

4. Produce initial data leading to grant proposals for program development in teaching the adult learning disabled student. Currently, there are very few programs in New York State for the learning disabled and virtually none in western New York State. There is a paucity of research on teaching the learning disabled adult and this paucity is further complicated by the erroneous assumption that research in teaching learning

disabled elementary and secondary students can be applied to the adult learning disabled.

5. Provide self advocacy training for the learning disabled adult so they can more independently manage their own affairs.

6. Add a component of career decision making to assist the learning disabled make realistic career choices.

Faculty Training

1. Through Instructional Development, provide faculty workshops in specific teaching techniques designed to infuse strategies related both to various learning styles and needs of the developmental learner.

2. Encourage faculty to provide students, especially freshman, with frequent feedback on performance.

3. Increase the number of referrals by faculty to appropriate college services and involve faculty, whenever possible, in the referral follow-up.

4. Solicit faculty support in collecting data for research on needs of learning disabled students.

Community Involvement

1. Conduct workshops and informational sessions for area high school personnel-teachers, guidance counsellors,

psychologists- on the needs of developmental students. Include specific suggestions that can be implemented at the high school level.

2. Develop and disseminate a brochure on the Learning Skills program for distribution to area high school students and staff,

3. Encourage the Education Department, especially graduate faculty, to become more involved in a partnership with area high schools to jointly address needed reform in education with the ultimate goal of better preparing area high school students to enter college and the world of work.

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A competency chart for developmental educators; lists eight measurable tasks performed by the developmental educator and specifies objectives in each area. Useful for staff and student evaluation.

Driskell, Jeanette & Kelly, Edward. "A guided notetaking and study skills system for use with university freshman predicted to fail." Journal of Reading. January, 1980, p. 327-331.

The authors present results of training students in a guided notetaking and study skills system. The treatment group achieved significantly higher than the control group.

Dupuis, Mary & Snyder, Sandra. "Develop concepts through vocabulary: a strategy for reading specialists to use with content teachers. "Journal of Reading. January, 1983, p. 297-305.

Instructional techniques from reading are fused with content area vocabulary into suggestions designed to enhance conceptual development.

Ganschow, Leonore & Washington, Michael. "The learning disabled student in college: implications for programming." Journal of Developmental and Remedial Education. Vol. 7. No. 1, p. 13-17.

Suggestions for delivering services to college learning disabled students are given with an emphasis on use of existing campus resources and co-ordination of services.

Hayes, David & Diehl, William. "What research on prose comprehension suggests for college skills instruction." Journal of Reading. April, 1982, p. 656-661.

The authors describe how college students can optimize their studying if college instructors promote the application of thinking strategies to the reading process.

Igniffo, Matthew. "The thread of thought: analogies as a vocabulary building method." Journal of Reading. March, 1980, p. 519-521.

The use of sentence completion and analogy exercises is recommended as a process to enhance thinking and reasoning skills.

Luvaas-Briggs, Linda. "Intergrating basic skills with college content instruction." Journal of Developmental and Remedial Education. Vol. 7 No. 2, (Winter 1984), p. 6-9, 31.

The author desribes the system in place at Sacramento City College. An inter-disciplinary approach is used to increase application of basic skills to content area courses.

Miles, Curtis. "The 4th R: reasoning - choosing and assessing a target skill." Journal of Developmental and Remedial Education. Vol. 7, No. 2, p. 24-25.

The author focuses on the initial steps in designing and implementing reasoning oriented instructional strategies. The first of a two part article.

Morante, Edward. Faskow, Shari & Menditto, Irene. "The New Jersey basic skills assessment program." Journal of Developmental and Remedial Education. Vol. 8, No. 2 (Winter 1984), p. 2-4.

The authors describe a co-ordinated statewide higher effort of mandatory testing, remediation and evaluation of entering college freshman.

Poppino, Mary & Cohen, Elaine. "Co-ordinated curriculum model for reading in the content area." Journal of Developmental and Remedial Education. Vol. 2, (Winter 1979), p. 5-7.

This study demonstrated when skills courses are co-ordinated with content area courses there was transfer of skills to the content area.

Vogel, Susan. "On developing LD college programs." Journal of Learning Disabilities. Vol. 15, No. 9, Nov. 1982, p. 518-528.

A comprehensive article which addresses areas such as faculty development, academic advising, student assessment, and reasonable modifications for the college learning disabled student.

Appendix A

Name_____ Date_____

Phone: Home_____ Nazareth F-S-J-S Level

Campus_____

Self - Analysis
Study Skills Survey

Please circle the items that present the most difficulty for you.
(5 is highest degree of difficulty)

Time Management	1 2 3 4 5
Listening Skills	1 2 3 4 5
Vocabulary Skills	1 2 3 4 5
Mastery of Concepts	1 2 3 4 5
Application of Concepts	1 2 3 4 5
Note-Taking (from Text)	1 2 3 4 5
Note-Taking (from Lecture)	1 2 3 4 5
Review for Exams	1 2 3 4 5
Exam Taking	1 2 3 4 5
Writing Process	1 2 3 4 5
Preparation of Term Papers	1 2 3 4 5
Mechanics of Writing	1 2 3 4 5
Spelling	1 2 3 4 5
Math Anxiety	1 2 3 4 5
Oral Presentations	1 2 3 4 5
Other (Please List)	
_____	
_____	1 2 3 4 5

nazareth

REFERRAL

LEARNING SKILLS PROGRAM

STUDENT NAME_____ MAJOR_____

CAMPUS PHONE_____ YEAR F___ S___ J___ S____

HOME PHONE_____ FULL TIME_____ PART TIME_____

REASON FOR REFERRAL (Please be specific):

CURRENT COURSES	INSTRUCTOR
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature of Faculty Making Referral:_____

Date:_____ Dept._____ Ext._____

Signature of Student:_____ Date_____

Please submit to Dr. Mary Palamar, Smyth 12

Appendix C
Nazareth College

Department of Education

Course Syllabus

Course: Edu 099 Name: Dr. Mary Palamar

1. Course Overview

I. Overview

A basic reading and study skills course required for all conditionally accepted students. Open to others with permission of the instructor. Large group and individual sessions are provided. Emphasis is placed on utilization of inter-departmental support services. Students are encouraged to set goals, objectives and identify their best learning styles.

II. Objectives

Students will:

1. identify individual study skills and specific objectives needed for their success in college.

2. apply identified study skills to specific college courses.

3. increase listening, reading, vocabulary and written language skills.

4. select and utilize appropriate college resources.

III. Requirements

1. Attendance
2. Completion of required assignments
3. Two individual conferences with instructor

IV. Text Required

Shepherd, James. College Vocabulary Skills, 2nd edition. Boston: Houghton Mifflin Co., 1983.

Recommended:
Pauk, Walter How to Study in College, 3rd edition. Boston: Houghton Mifflin Co., 1984

V. Assessment Criteria

1. Course Graded Pass/Fail

2. Satisfactory Grade on all assignments

3. Use of Norm Referenced Testing

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LEARNING SKILLS PROGRAM
STUDENT COURSE SELECTION COUNSELLING

STUDENT NAME	DATE
ADDRESS	PHONE (home)
CITY / STATE / ZIP	PHONE (campus)
STUDENT IDENTIFICATION NUMBER	CLASS ☐F ☐S ☐J ☐S
MAJOR DEPARTMENT	☐ FULL TIME ☐ PART TIME
ADVISOR	

AFTER REVIEWING RECORDS AND INTERVIEWING THIS STUDENT, THE RECOMMENDATION IS:

☐ BASIC SKILLS APPEAR ADEQUATE. STUDENT IS NOT REQUIRED TO REGISTER FOR Edu 099 AT THIS TIME.

☐ STUDENT MUST REGISTER FOR Edu 099. FALL _____ SPRING _____

RECOMMENDATIONS FOR THIS SEMESTER:

	COURSES	COMMENTS
1.		
2.		
3.		
4.		

OTHER RECOMMENDATIONS:

STUDENT SIGNATURE

LEARNING SKILLS COORDINATOR

WHITE: ADMISSIONS / REGISTRAR YELLOW: STUDENT PINK: ADVISOR GOLD: LEARNING SKILLS PROGRAM 100-1/84

APPENDIX E

INTER-DISCIPLINARY CO-OPERATION

ADMINISTRATION

Provost (Academic Dean)
Dean of Faculty
Department Chairpersons, Education and English
AD HOC Task Force on Conditionally Accepted Students
Director, Writing Lab

PROCESS

Admissions
Academic Advisement
Dean of Freshmen
Instructional Development (Faculty Development)
Laboratory Directors
Library Staff
Laboratory Directors
Personal Counseling
Placement Services
Residential Life

CONTENT

Academic Advisement
Foreign Language Dept. (Language Lab)
Freshman Seminar Program
Individual Faculty Guest Speakers
Library Services
Math Department (Math Lab)
Placement Office
Writing Lab